



Holy Rosary Catholic Primary Academy

URN: 141789

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

16–17 October 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- The recently reviewed mission statement is relevant, known, and lived out by the whole community and underpins all areas of school life.
- Strong pastoral support for pupils and staff makes the school a caring, nurturing, and inclusive family.
- Pupils enjoy religious education lessons. They engage well, and their behaviour for learning is very good.
- Leaders prioritise Catholic life and mission development, as demonstrated by the school's strong links with the parish.
- Pupils' behaviour is good, and all relationships are strong across the school, reflecting Gospel values.

What the school needs to improve

- Review the prayer and liturgy policy to ensure it supports pupils in planning, leading, and evaluating prayer and liturgy appropriate to their age and stage.
- Consistently challenge all pupils in religious education lessons, especially those with higher prior attainment.
- Provide more opportunities to learn about the faiths, cultures, and traditions of others, celebrating the range of faiths within the school community.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

2

Pupils at Holy Rosary are part of a happy, loving family. There is a strong sense of community where everyone is welcome, making pupils feel safe and confident. Pupils have strong relationships with staff and with each other. Pupils, staff, parents, and governors all speak of a family to which they are proud to belong. One pupil commented how they ‘...stand in solidarity, using our gifts and talents to share with others.’ Pupils’ understanding of Catholic social teaching is good as they are given many opportunities to put their faith into action, and reasons for doing so are made clear to them. However, its key themes are not yet embedded across the whole curriculum. Pupils raise money for charities, such as Brush Strokes and Fr Hudson’s Caritas, as well as supporting parish initiatives. The Mini-Vinnies also recently organised a Macmillan coffee morning and harvest collection. As a result, pupils can articulate that they ‘are living like Jesus by sharing our love as He wants us to do.’ Pupils engage positively in the many opportunities for pupil leadership roles. The eco club are working towards Cafod’s *LiveSimply* award and organising initiatives such as litter picking and recycling, demonstrating their commitment to being stewards of God’s Creation.

The recently reviewed mission statement, ‘One family, loving Jesus, growing together’, is relevant, meaningful, and truly reflects the school community. All fully embrace it. As soon as you enter Holy Rosary, pupils and staff actively embrace the mission, and this is evident in the strong relationships based on mutual respect. Staff are committed and good role models of faith, showing love, care, and respect. Pastoral support is a priority, making all pupils feel valued and loved, especially the most vulnerable. Parents value the school’s welcome and recognise the school as being ‘A faith-filled community’. Pupils clearly articulate the school’s values and how they shape their everyday lives, saying, ‘We always trust Jesus and have Him by our side in all we

do.' The mission is reflected upon weekly during assemblies, and pupils contribute to the mission wall, celebrating how they have lived it out for all to see. There are some opportunities for pupils from other religions and traditions to share these with their peers, but these are not as embedded as they could be. The school environment reflects and celebrates its Catholic life, demonstrated through the high-quality displays depicting artwork, scripture and prayers. This supports pupils in developing a sense of belonging and Catholic identity.

Leaders and governors embrace and demonstrate the values of Catholic leadership by valuing all staff. Subsequently, everyone is happy at work because they are treated with dignity and respect. One staff member commented, 'This school is a special place. A real faith family with a community feel and care for our families and each other.' Parish links are strong, and school leaders and the parish priest make every effort to ensure the school and parish work collaboratively. Pupils and their families lead monthly parish-based Masses and attend many parish events. Leaders and governors ensure that staff receive high-quality training and induction. Staff regularly attend training organised by the diocese and the multi-academy company (MAC). The MAC conference provides staff opportunities for further training in Catholic life and mission, resulting in staff feeling empowered. Parents support the school and value opportunities to come to school, though more opportunities are needed for parents to be actively involved in the school's Catholic life. Governors visit school regularly to monitor activities, providing appropriate challenge to leaders concerning school improvements in this area. Subsequently, they are well-informed of the school's strengths and next steps.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

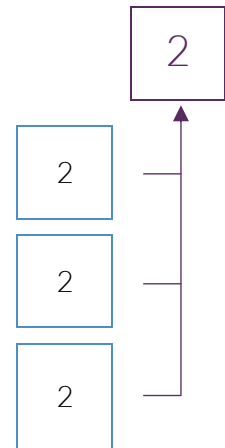
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils enjoy religious education lessons; consequently, their behaviour is good, and they are engaged and motivated in lessons. They say that lessons are fun, and they particularly enjoy lessons which include role play and religious artwork, as these creative activities help them to remember more, contributing to their progress. Pupils are therefore developing good subject knowledge and skills. Pupils work collaboratively to share ideas using talking partners, a feature of all lessons, enabling them to ask good questions. In some lessons, teacher-led inputs are too long, resulting in less time for pupils' independent work, sometimes limiting the depth of their work. Pupils' work in books is presented well, and pupils take pride in their work. Progress is evident in pupils' books, and effective feedback lets pupils know how well they are doing. The recently introduced 'unit markers' help pupils understand their next steps, but this is not yet fully embedded. The focus on subject-specific vocabulary consistently taught across year groups enables pupils to articulate their learning confidently. Overall attainment is good, and most pupils meet their expected age-related standards.

Teachers have good subject knowledge and high expectations. They support and encourage pupils using positive praise, impacting their attitudes towards learning. Teachers are aware of the different needs of pupils in their class and, together with a team of committed teaching assistants, support individual learners effectively. Staff adapt their teaching for various groups of pupils through careful planning and providing scaffolds to support pupils with special educational needs or disabilities (SEND). Teachers use questioning effectively, allowing pupils to reflect and expand their thinking. Extension questions, verbal and written, support pupils in developing their spiritual and moral reflections at a deeper level. However, this is not yet consistent in enabling more significant challenge for pupils with higher prior attainment. Pupils are given many opportunities to link their learning to their own lives. Pupil's efforts are

recognised and celebrated weekly through 'theologian of the week' awards. Pupils are congratulated in the school assembly and the school newsletter, which motivates pupils to do their best. Resources, including Bibles, are used effectively by staff to maximise learning, and pupils demonstrate confident Bible referencing skills. As a result, pupils recognise the importance of God's Word and how it 'guides our lives.'

Leaders ensure that the curriculum meets the *Religious Education Curriculum Directory* requirements and that all classes cover the required content. Religious education is given the same status as other core subjects, and leaders ensure it is resourced effectively. Consequently, work in pupils' religious education exercise books is of an equal standard to work in other curriculum areas, and standards are high. Not all pupils have yet had the opportunity to participate in experiences enriching the religious education curriculum. Staff value the support from the subject leader and head of school. Recent staff training opportunities regarding developing thinking skills have enriched the variety of lessons taught. Leaders monitor standards carefully, ensuring that all groups of pupils make good progress and achieve well. Standards in religious education are moderated with other schools in the MAC to ensure accuracy. Various monitoring activities result in staff being given helpful feedback from leaders, which contributes to developing teachers' skills. One teacher commented that feedback from monitoring has made them more confident. The governors' vision for all pupils to do their best and achieve drives school development plans. They have a good grasp of religious education provision in the school, which is underpinned by monitoring activities. Governors are involved in the self-evaluation of religious education, which results in strategic actions to improve pupil outcomes.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Prayer is central to school life, and pupils speak positively about prayer times, recognising that 'They help us to reflect and praise God.' Pupils join in with prayer enthusiastically, showing reverence and singing with joyful enthusiasm. Music creates a calm atmosphere, allowing pupils to pray silently or aloud using their own words and traditional prayers. There are limited opportunities for pupils to offer spontaneous prayers and thoughtful responses, as sometimes prayer times turn into question-and-answer sessions rather than allowing for spiritual reflection and a loving encounter with God. Pupils talk confidently about the liturgical year and the associated colours linked to the Church's seasons. Children in the Early Years Foundation Stage choose the appropriately coloured liturgical cloth for prayer focus. Prayer leaders are very proud of their role and are proactive in it. They lead a lunchtime prayer club, which is well-attended. One pupil commented, 'Leading prayers makes me happy and allows me to share God's love with everyone.' School assemblies follow a structure, allowing pupils to reflect on a clear message. However, this is not always replicated in pupil-led prayer sessions, meaning these sometimes lack a clear structure.

Pupils are developing a good knowledge and understanding of Catholic traditions and can talk about the prayers they say at various times throughout each day and at different times of the liturgical year; for example, the Rosary in October and May and the eternal rest during the month of the Holy Souls. A daily pattern of prayer enables pupils to recognise the importance of prayer in their lives. Displays around the school are attractive and supportive of prayer, highlighting the importance of prayer at Holy Rosary. There are attractive prayer spaces across the school with Bibles and religious artefacts prominently displayed. The prayer square is beautiful and offers pupils opportunities for spontaneous prayer. All pupils use the prayer garden to pray the rosary during May and October. These are well cared for and of a high quality, providing a focal point

for all. Pupils value the opportunity to attend Mass regularly in school and church and are enthusiastic about the ministries they are involved in when leading Mass. Governors, Parents and parishioners join the school for Mass. There is a capacity to increase the number of opportunities for parents to join the school's prayer life.

Leaders work closely with the parish priest to plan the school calendar, ensuring that Mass is celebrated frequently and all major feasts and seasons in the Church's year are celebrated. Governors frequently attend whole school worship, enabling them to observe prayer and liturgy first-hand. Leaders ensure that staff training is timetabled, including MAC and in-school training. The parish priest has also provided training on the meaning of the Mass. As a result, adults in school are good models during prayer and liturgy, setting a positive example as both leaders and participants. Pupils follow the example set by adults, responding reverently and thoughtfully. Leaders and governors are yet to set-out their expectations concerning pupils' development of participation skills as they progress through each year group in the school in a way that is helpful to staff. This has contributed to pupils not always being confident in designing and leading their prayer services. Pupils evaluate class prayer and liturgy, and prayer leaders monitor prayer areas across the school, resulting in improvements. Governors monitor prayer and liturgy as part of the school evaluation cycle, leading to well-planned enhancements, such as a recent focus on promoting knowledge and using traditional Catholic prayers.

Information about the school

Full name of school	Holy Rosary Catholic Primary Academy
School unique reference number (URN)	141789
School DfE Number (LAESTAB)	336 3302
Full postal address of the school	Hickman Avenue, Wolverhampton, WV1 2BS
School phone number	01902 878440
Headteacher	Adam Jewkes
Chair of governing board	Christopher Walker
School Website	www.holyrosaryprimary.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Francis & St Clare Catholic MAC
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	5 to 11
Gender of pupils	Mixed
Date of last denominational inspection	February 2019
Previous denominational inspection grade	2

The inspection team

Bernadette Corbett
Deborah Enstone

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement